



CALIFORNIA STATE UNIVERSITY

E A S T B A Y

College of Education and Allied Studies

Department of Teacher Education

**Supervisor Handbook
2017 – 2018**

Contents

Welcome.....	2
Role of University Supervisor	3
Teacher Education Expectations of University Supervisors	3
Teaching Performance Expectations (TPEs)	4
TPE 7/Standard 13 Form: English Language Development	4
Binders.....	4
Lesson Plans.....	4
Cooperating Teacher/Mentor	5
Coordinators.....	5
TaskStream	5
Office of Equity and Diversity	5
Accommodations.....	5
Substitute Teaching.....	6
Summative Evaluation.....	6
Dismissal (Declassification)	6
Multiple Subject Placements.....	6
Single Subject Placements.....	7
Internships.....	8
Individualized Intern Plan.....	9
My Internship Journal.....	9
Appendix.....	10
Contact Information	10
Supervisor Checklist	12
Sample Improvement Plan	13

Welcome

We are pleased you have chosen to work with credential candidates at California State University, East Bay (CSUEB). Please refer to this handbook for your responsibilities and CEAS policies. You will also find important forms and placement information. You are an integral part of the development and success of future teachers.

Our credential programs assist candidates in becoming reflective, collegial professionals who exercise values of social justice, collaboration, and democracy in education. Over time we hope each candidate will become a leader in her/his educational community and will develop the skills to create a dynamic learning environment and to assess student learning in order to organize subject matter by planning and delivering effective lessons.

Social justice and democracy are exemplified through the Teacher Education Department (TED) credential and master's degree programs. These ideals permeate not only the coursework and intellectual climate of our programs, but also guide credential candidates' experiences through classroom interaction, written assignments, reading, lectures, team meetings, and field placements.

This handbook is intended to provide an overview of the credential programs and to serve as a resource to university supervisors. Please read this handbook carefully and thoroughly.

Dania Massey, Single Subject Coordinator

Kelly Moore, Multiple Subject Coordinator

Dr. Eric Engdahl, Department Chair

Department of Teacher Education

Role of University Supervisor

University supervisors represent the university in the schools and play a key role in the SB 2042 credentialing process. They serve as liaisons to cooperating schools and to the university. Supervisors observe and evaluate the student teacher in the classroom placement. They help the candidate to relate his/her teaching experiences to previous academic training and current professional preparation and practice. They also explain and reconcile any differences between the philosophy or methods employed by the cooperating teacher or site partner and those presented in the credential program.

Teacher Education Expectations of University Supervisors

University Supervisors will schedule at least 4 visits per placement with student teachers and 8 visits per placement with Interns. Observations will occur during different times and for different content areas, especially for Multiple Subject. At least one observation will occur during the Solo Teaching experience. (Please see placement information, [page 6](#)). Before the first visit, the University Supervisor will explain their expectations to candidates. Candidates will be reminded to submit lesson plans 24-48 hours prior to the observation in order for the Supervisor to provide feedback in a pre-conference email or phone call. Additionally, candidates will have a binder available for the University Supervisor to review during their visit (Please see checklist in the Appendix, [page 12](#)). After each lesson is observed, the University Supervisor will spend at least 15 minutes in a post conference with the candidate providing feedback on the lesson. This feedback should be directly tied to the Teaching Performance Expectations. After the conclusion of the placement, the University Supervisor will write a letter of recommendation, based on evaluations for the candidate's employment dossier.

Teaching Performance Expectations (TPEs)

University Supervisors will write evidence for the TPEs in observation notes. (There are optional carbonless duplicate forms available for supervisors to use. They are available in the Teacher Education Office, Room AE 250.) Please remember to provide a copy of your notes to the candidate. See [page 6](#), summative evaluation, for scoring requirements. If a candidate is not making sufficient progress towards the TPEs, the University Supervisor is responsible for developing an improvement plan with the help of the Coordinator and present it in writing to the candidate. (Please follow the [sample improvement plan](#) included in the appendix.) Problems should be addressed early so candidates have the opportunity to remediate.

On the other hand, if a candidate is not given fair warning of sub-par performance it is difficult to issue a grade of “NC” for the field work. We want our candidates to succeed within the framework of the program.

TPE 7/Standard 13 Form: English Language Development

The University Supervisor and Cooperating Teacher must observe at least one ELD lesson in each placement. This observation will assist the candidate in meeting the Standard 13 requirements. The University Supervisor must sign the Standard 13 form and remind the candidate to submit the form to the Credential Student Services Center.

The binder must include 9 English Learner (EL) lessons that are verified by the University Supervisor. For Multiple Subject candidates, the binder will include 3 ELD literacy lessons, 3 ELD listening and speaking lessons and 3 SDAIE (Specially Designed Academic Instruction in English) lessons. The University Supervisor will review 9 SDAIE lessons for Single Subject candidates.

Interns in either public or private schools must meet the state mandated requirements of working with English Learners. If the internship site cannot supply sufficient English Learners the intern must fulfill this requirement at another site. For interns at private schools, this must be fulfilled in a public school. During the year and on their own time, these interns must arrange 45 hours of documented work in classrooms with English Learners. All arrangements must be approved by the University Supervisor in advance.

Binders

Supervisors should always check binders for candidates (including Interns) at EVERY visit. The checklist with all binder requirements should be at the front of the binder. The checklists include what is expected for each placement. The link to the checklists is included in the appendix.

Lesson Plans

The department does not have a standardized lesson plan that candidates are required to use. This is due, in part, to the large number of districts and schools with which we partner some of which have their own required formats. Candidates may use a variety of lesson formats; including those required by

the district, suggested by cooperating teacher, obtained through university coursework, useful for PACT, and a format supplied by you. In any case, it is your job to help the candidate understand that format of the plan is less important than the delivery and the students' learning.

The lesson plans should represent a variety of content areas and instructional formats. For multiple subject it should include math, language arts, science, arts, and social studies.

Cooperating Teacher/Mentor

The University Supervisor should check in with the Cooperating Teacher or Mentor regarding candidate's progress on a regular basis. Both parties should share observation notes and work as a team to help the candidate improve.

Coordinators

The University Supervisor should check in with the Multiple or Single Subject Coordinator on a periodic basis. This is particularly important if the candidate is struggling. Communicate problems early, do not wait for them to improve on their own.

TaskStream

Supervisors are responsible for entering TPE scores on the summative evaluation for themselves AND the Cooperating Teacher or administrator (for interns) into TaskStream.

If you are a new Supervisor, please contact Dania Massey for TaskStream set-up and assistance.

Office of Equity and Diversity

If you believe a student teacher is facing an issue of inequity please do the following:

1. Listen carefully for key words and nuances
2. Document the conversation and keep emails
3. Immediately email Chair, Dr. Eric Engdahl
4. Chair contacts the Office of Equity and Diversity
5. DO NOT FIX THE PROBLEM OR ASK LEADING QUESTIONS

Accommodations

Some candidates may require accommodations during their placement. We can only offer these accommodations if the candidate has a letter from the Office of Accessibility Services. We cannot make accommodations if the candidate is lacking such a letter. You should direct the candidate to the Multiple or Single Subject Coordinator who will tell them how to get in touch with the office.

If the candidate does have a letter of accommodation we must follow it. Do not make any inquiries regarding the reasons for the accommodations!

Substitute Teaching

In some instances a student teacher may be asked to substitute for their cooperating teacher. Under no circumstances should a candidate substitute for their cooperating teacher without receiving compensation from the district. If this happens, contact the credential coordinator immediately. Candidates MAY NOT take jobs in other classrooms during their student teaching hours. They may, however, substitute outside of their scheduled field work hours.

Summative Evaluation

The University Supervisor should take the lead in scheduling and running the summative evaluation conference at the end of the placement. After a candidate's solo-teaching period concludes, all three parties (candidate; supervisor; and cooperating teacher or site administrator) meet to discuss the growth attained by the candidate over the course of the placement. Prior to the conference, the university supervisor and either the cooperating teacher or site administrator each completes a Summative Field Experience Evaluation form that validates the candidate's performance in the field. Thus, every candidate is expected to have two sets of evaluation forms per field practicum.

All parties must sign and date each of the forms. They must also retain a signed copy of each set of forms for their records. For the first placement period, the combined scores of the supervisor and the cooperating teacher or administrator should total no less than 60. For the second placement the total must be no less than 78 points with no more than three "2"s given by any single evaluator. An Improvement Plan is required for a candidate who will receive less than a passing score. (In case the administrator or cooperating teacher is unable to complete the scoring, the totals should be 30 and 39 respectively.)

Dismissal (Declassification)

If a candidate breaks any laws or behaves in a highly inappropriate manner please contact the multiple or single subject coordinator immediately. If you observe a candidate behave in a manner that requires you to report as a Mandated Reporter, please do so. If a cooperating teacher or a principal contacts you and asks for a candidate to be removed please contact the multiple or single subject coordinator immediately.

Multiple Subject Placements

Placement I

Timeline is announced by the credential coordinator usually begins approximately at the start of the K-12 district school year and ends prior to winter break. Candidates will be in the schools one full day

and four additional mornings each week. The full day is determined by the cooperating teacher and candidate.

Candidates are required to “solo” teach one week (one full day and four additional mornings, for five consecutive days including Friday) Solo teaching is to be finished by the Friday before Fall Quarter finals week. (*Note: Interns follow their district or school calendar.*)

Placement II, Part A

This placement begins the Tuesday after Martin Luther King Jr. Holiday. Student teachers will be in their placements during CSUEB finals week and CSUEB spring break. Candidates are in the classrooms two full days and three additional mornings each week. The full days are determined in a discussion between the cooperating teacher and candidate.

Placement II, Part B

At the beginning of spring quarter candidates are in the classroom for five full days a week until the end of May or middle of June, depending on the district. Candidates are required to solo teach for two weeks (ten consecutive days).

The exact sequence of student teaching is determined by the cooperating teacher, university supervisor, school district calendar and candidate.

Placement II, TEDSPED

This placement begins the Tuesday after Martin Luther King Jr. Holiday and ends the week before CSUEB Winter finals. Candidates are in the classroom two full days and three additional mornings each week and solo teach for one week. The placement ends the week before CSUEB Winter finals. The candidates will be placed in a special education placement during Spring Quarter.

Single Subject Placements

Placement I

This placement begins approximately at the start of CSUEB fall quarter and ends at the conclusion of the school site’s Fall semester (commonly late-January). Student teachers are required to spend three instructional hours per day in the classroom of the cooperating teacher’s classroom, five days a week. Candidates begin by observing the classes taught by the cooperating teacher. Gradually, they move into team-teaching during the instructional hours. They ultimately take responsibility for facilitating one class period per day while continuing to team-teach/assist in another class. Candidates will solo teach one class for one week. The university supervisor and the cooperating teacher will determine the best time for solo teaching. (*Note: Interns follow their district or school calendar.*)

The exact sequence of student teaching is determined by the cooperating teacher, university supervisor, school district calendar, and candidate.

Placement II, Part A

This placement begins on the first day of the school site's spring semester, commonly late January. (Some candidates may need to leave their fall placements early in order to begin their spring placements in a different district.) Student teachers will be in their placements during CSUEB finals week and CSUEB spring break. During the remainder of the CSUEB winter quarter, candidate's' student teaching responsibility increases to facilitating two instructional hours per day and team-teaching/assisting with another hour per day, five days a week. Typically, each student teacher has two different course preparations and one or two cooperating teachers.

Placement II, Part B

This placement begins at the start of the CSUEB spring quarter. Candidates student-teach five full days per week. Candidates assume the responsibility for facilitating three instructional hours per day in the cooperating teacher's classroom and team-teaching/assisting for two instructional hours either in the same classroom or with another teacher. During ten contiguous school days of the spring quarter, candidates must "solo teach" for all five instructional hours per day. That is, candidates take full charge of planning, delivery and assessment of instruction in each class. The cooperating teacher is not usually in the room.

Internships

Interns develop and practice their teaching skills by working as the teacher of record in the classroom. Cal State University East Bay and the District share responsibility for providing each Intern with 189 minimum hours of annual support, mentoring and supervision. The 189 hours will include 144 hours of support, mentoring, and supervision in general education and an additional 45 hours of annual support, mentoring, and supervision related to teaching English learners. A minimum of two hours of support, mentoring, and supervision shall be provided to an intern teacher every five instructional days.

Consistent with CTC policy, Interns who begin their assignment after the beginning of the school year shall receive a minimum level of support, mentoring, and supervision equal to four hours times the number of instructional weeks remaining in the school year.

The University Supervisor will provide support, mentoring, and supervision to the Intern. This will consist of on-site observations and conferences, email and phone support. The University Supervisor will conduct 10 Regular Education/ Special Education observations and post observation conferences over the course of the school year. (2 hours each) An additional 6 observation visits and 6 conferences (2 hours each) will be made by the University Supervisor to observe the Intern teaching English Learners. **A total of 16 observations and conferences** will take place between the University Supervisor and the Intern totaling **32 hours**. The University Supervisor will also provide **30 hours** of email and phone support during the school year.

The University Supervisor will meet in person with the Employer Provided Mentor at least three times per quarter (once every 3-4 weeks) to discuss the Intern's progress. Additionally the Employer Provided Mentor and University Supervisor will exchange emails at least once every two weeks.

Individualized Intern Plan

The University Supervisor, Employer Provided Mentor, and the Intern shall develop the Individualized Intern Plan (IIP) during the first three weeks of school year. The IIP will specify the support, mentoring, and supervision the Intern will receive so that the total hours of annual Support/Mentoring and Supervision equal to 144 hours **plus** 45 additional hours specific to the needs of English Learners. The plan shall be uploaded to Blackboard for approval by the CSU East Bay Intern Coordinator.

Any of the following may be included in the plan, to provide more specificity for the time allocated above:

1. Observation of others teaching
2. Intern Supervision by Mentor or University Supervisor
3. Conferences, in person
4. Email or telephone conferences
5. Grade level/department meetings
6. Instructional planning
7. Logistical help before or after school (bulletin boards, seating arrangements)
8. Participation in District or Regional conferences
9. Review and discussion of test results
10. Editing work-related writing (letters to parents, announcement, etc.)
11. Completion of interactive journal (Intern and either US or EPM)
12. Mentoring activities specific to Special Education interns such as the development of IEPs and conferences with general education teachers

My Internship Journal

CSU East Bay uses a program called “My Internship Journal” created by the company Time 2 Track. This is used to assist interns in tracking their support hours. The University Supervisor will verify university support and the District Mentor will verify district support using this program. Both the University Supervisor and District Mentor will receive an invitation to use My Internship Journal. Candidates cannot request approval for support hours until both parties have an active account.

The link below includes further direction in setting up an account and approving hours.

<https://support.time2track.com/article/106-time2track-basics-for-supervisors>

Appendix

Forms and documents can be found at the following links.

[Travel Expense Claim](http://www.csueastbay.edu/af/departments/finance/procurement/accounts-payable/forms/index.html) or copy into your browser <http://www.csueastbay.edu/af/departments/finance/procurement/accounts-payable/forms/index.html>

[Single Subject Summative Evaluation Form](http://www.csueastbay.edu/cssc/files/docs/admitted-students-docs/cssc-ted-ms-summative-field-exp-evaluation-form%20rev%203%2014.pdf) or copy into your browser <http://www.csueastbay.edu/cssc/files/docs/admitted-students-docs/cssc-ted-ms-summative-field-exp-evaluation-form%20rev%203%2014.pdf>

[Standard 13 Form](http://www.csueastbay.edu/cssc/files/docs/admitted-students-docs/cssc-ted-ms-and-ss-standard-13-form-2015-fillable.pdf) or copy into your browser <http://www.csueastbay.edu/cssc/files/docs/admitted-students-docs/cssc-ted-ms-and-ss-standard-13-form-2015-fillable.pdf>

[Checklist for MS/SS](http://www.csueastbay.edu/cssc/files/docs/admitted-students-docs/cssc-ted-student-teaching-checklist-2017.pdf) or copy into your browser <http://www.csueastbay.edu/cssc/files/docs/admitted-students-docs/cssc-ted-student-teaching-checklist-2017.pdf>

[Checklist for MS/SS Interns](http://www.csueastbay.edu/cssc/files/docs/admitted-students-docs/ted-ms-and-ss-intern-checklist-2017.pdf) or copy into your browser <http://www.csueastbay.edu/cssc/files/docs/admitted-students-docs/ted-ms-and-ss-intern-checklist-2017.pdf>

[Gradual Release for MS](http://www.csueastbay.edu/cssc/files/docs/admitted-students-docs/gradual-release-ms-calendar-16-17.pdf) or copy into your browser <http://www.csueastbay.edu/cssc/files/docs/admitted-students-docs/gradual-release-ms-calendar-16-17.pdf>

[Gradual Release for SS](http://www.csueastbay.edu/cssc/files/docs/admitted-students-docs/cssc-ted-1stplacement-overview-for-student-teachers.pdf) or copy into your browser <http://www.csueastbay.edu/cssc/files/docs/admitted-students-docs/cssc-ted-1stplacement-overview-for-student-teachers.pdf>

[Checklist for MS/SS Interns](http://www.csueastbay.edu/cssc/files/docs/admitted-students-docs/ted-ms-and-ss-intern-checklist-2017.pdf) or copy into your browser <http://www.csueastbay.edu/cssc/files/docs/admitted-students-docs/ted-ms-and-ss-intern-checklist-2017.pdf>

[Teaching Performance Expectations \(TPEs\)](http://www.ctc.ca.gov/educator-prep/TPA-files/TPEs-Full-Version.pdf) or copy into your browser www.ctc.ca.gov/educator-prep/TPA-files/TPEs-Full-Version.pdf

Contact Information

Teacher Education Department

Arts & Education Building, Room 250

California State University East Bay

25800 Carlos Bee Boulevard

Hayward, California 94542-3007

Tel: (510) 885-3027

Fax: (510) 885-4632

www.csueastbay.edu/teach

Single Subject Coordinator

Dania Massey

daniamassey@csueastbay.edu

707-815-5985

Multiple Subject Coordinator

Kelly Moore

kellymoore@csueastbay.edu

925-337-1098

Chair

Dr. Eric Engdahl

eric.engdahl@csueastbay.edu

510 885-4599

TED Administrative Coordinator

Lisa Gonzales

Lisa.gonzales@csueastbay.edu

TED Administrative Assistant

Justin Woo

Justin.woo@csueastbay.edu

CSUEB Faculty & Staff E-Mail

If you would like a CSUEastBay email please contact Lisa or Justin.

First.Last@csueastbay.edu

Supervisor Checklist

Supervisor Checklist

Prior to the first observation

- Call/Email introduction
- Meet with candidates and Cooperating Teachers before your first observation
 - Set expectations and tentative dates for 4 visits (8 visits for interns)
 - Remind candidates that their binder must be available for viewing at each observation AND that their lesson plan must be provided 24-48 hours prior to your visit

During the observation

- Arrive early to determine where you should sit in the classroom and introduce yourself to cooperating teacher.
- Take notes that correspond to how the candidate is making progress towards the TPEs
- Check candidate binder for TPE evidence (lesson plans, unit plans, reflections)

After the observation

- Hold post-observation conference
- Provide written and verbal feedback to candidate that corresponds to the TPEs

Concerns

- Document concerns clearly and make sure that any issues directly tie to the TPEs
- Share concerns with candidate and with coordinator if necessary

*Problems should be addressed early so candidates have the opportunity to remediate. A candidate may not receive a failing grade if the supervisor does not follow this protocol.

Solo Week/s

- Observe one lesson during the solo week/s (Solo week explained in detail in the handbook)

Summative Evaluation

- Remind Cooperating teacher or principal (Interns) to complete the summative evaluation form prior to the 3-way conference
- Lead 3-way Summative Evaluation Conference at the end of the placement
- Collect 3-way Summative Evaluation forms and enter scores for both yourself and Cooperating Teacher/Principal in TaskStream

Standard 13 Form

- Sign this form and remind candidate to bring the form to the CSSC

Intern specific requirements

- Accept invitation to My Internship Journal
- Develop IIP with Intern and Mentor teacher
- Approve intern hours for university support only

Sample Improvement Plan



CALIFORNIA STATE
UNIVERSITY
E A S T B A Y

College of Education and Allied Studies
Department of Teacher Education

25800 Carlos Bee Boulevard, Hayward, CA 94542
510.885.3027 (phone) • 510.885.4632 (fax) • www.csueastbay.edu/teach

Date:

TO:

FROM:

RE: Improvement Plan

CC: Dania Massey (Single Subject candidates) Kelly Moore (Multiple Subject candidates)

PART 1: Instructional Planning

TPE 9: Instructional Planning: The candidate writes both long-term and short-term instructional plans that teach state- adopted academic content standards and are based on students' current level of achievement.

1) Candidate X will prepare a typed lesson plan with applicable state standards and clear objectives for student outcomes for each day of teaching.

2) Candidate X will email the lesson plans to both master teachers and the university supervisor the day prior to the lesson being taught.

3) Candidate X will keep a unit grid to show the long-term plan for each unit from now until the end of the placement.

4) Candidate X will keep the unit grid and lesson plans in chronological order in his binder.

5) The binder will be up to date and ready for perusal by the university field supervisor during all observations.

PART 2: Assessment

TPE 3: Interpretation and Use of Assessments: The candidate uses a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction.

1. Candidate X will design assessments related to the state content standards.

2. Candidate X will note the informal and formal assessment(s) used on each written lesson plan.
3. Candidate X will explain how he uses assessment results in planning and adapts assessments for student needs.

PART 3: Professional Growth

TPE 13: The candidate evaluates her/his own teaching practices, solicits and accepts feedback, and uses that information to increase subject matter knowledge and teaching effectiveness.

1. Candidate X will solicit feedback and engage in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies with his master teachers.
2. Candidate X will use reflection and feedback to formulate and prioritize goals for increasing his subject matter knowledge and teaching effectiveness.

Failure to comply with this Improvement Plan may result in a range of consequences from receiving a “No Credit” for your current field placement to declassification from the credential program.